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ABSTRACT

A two-way bilingual program, in which limited-English-speaking Hispanic students and English-proficient students provide reciprocal language-learning experiences, was implemented in a Port Chester, New York elementary school. The program's features included a combined second/third grade, two classes (one limited-English-proficient and one English-proficient), a transitional language development sequence, team teaching, individualized instruction, adaptive planning, and parental involvement in training workshops and school-related affairs. First-year results of a sign test of instructional outcomes and the My Class Inventory of classroom environment are strongly supportive of the benefits of a two-way bilingual program. A strong working relationship between administrators and teachers was found to be essential to program success. (MSE)

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TWO-WAY BILINGUAL PROGRAMS: IMPLEMENTATION OF AN EDUCATIONAL INNOVATION

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ABSTRACT

Two-Way Bilingual Programs are a recent initiative of New York State's Bureau of Bilingual Education. They foster bilingualism and stronger intergroup relations among limited English and English proficient students, thereby offering educational decision-makers an alternative model of reciprocal or enrichment bilingual education.

Our case study approach describes and documents the educational benefits of one Two-Way Bilingual Program located in Port Chester, New York. The first year results of its instructional and noninstructional outcomes with particular focus on critical program processes are summarized.

Two general propositions are confirmed by our positive findings: (1) "additive" bilingualism in classroom settings is feasible and a cognitive inducer, and (2) its successful implementation must consider the recent advances in school improvement research.

Introduction

What are Two-Way Bilingual Programs? How are they successfully implemented? In what ways is this program model effective? What problems are associated with Two-Way Bilingual Programs? These are some of the important questions addressed in this article.

Willig (1985), deploring the state of affairs in bilingual education research in her current synthesis of selected studies on the effectiveness of bilingual education, correctly recommends that the "only realistic approach to evaluation for school districts lies in a focus on program processes and a monitoring of those processes" (p.312). Instead of research that is inadequate in design and that makes inappropriate comparisons of children in bilingual programs to children who are dissimilar in

many crucial aspects, she advocates comparative studies on various types of program models.

One such model comes from the recent initiative of New York State's Bureau of Bilingual Education to develop and establish reciprocal second-language programs, i.e., Two-Way Bilingual Programs (Perez, 1984; Bureau of Bilingual Education, 1984; N.Y. SABE, 1985). Our aim is to call attention to the actual and potential benefits - instructional and noninstructional - of this model to administrators, bilingual and second-language teachers, curriculum specialists, and policy-makers.

A Two-Way Bilingual Program, in comparison with other program models (transitional or maintenance), represents a viable and challenging opportunity for first and second-language learning in schools whose communities are multicultural and linguistically diverse. In 1963, Stern (cited in Ovando & Collier, 1985, p.40) distinguished between "one-way" and "two-way" bilingual education. In the former, one language group is schooled bilingually; the latter refers to an integrated model in which speakers of both languages are placed together in a bilingual classroom to learn each others' language and work academically in both languages. According to Perez (1984), "a Two-Way Bilingual Education Program is one which employs two languages (one of which is English) for the purpose of instruction and involves students who are native speakers of each of those languages. Both groups of students (limited English proficient (LEP) and English proficient) would be expected to become bilingual. In a Two-Way Bilingual Education Program, the students learn curricula through their own language and through the second language, become proficient in their second language, and continue to develop skills and proficiency in their native language" (p.1).

Our approach is to describe and document the cognitive and affective results of one Two-Way Bilingual Program located in Port Chester, New York. Combined with classroom data will be central office and building-level information on the implementation processes of this program. To neglect any of these sets of processes would distort the realities of any educational innovation for, according to Huberman and Miles (1985, p.1), school improvement is a "messy, rich process full of coercion and shared struggle, indifference and heavy involvement, uncertain results and real payoffs." Viewed as an educational innovation, Two-Way Bilingual Programs are not exempt from the implications of this statement.

Two general propositions have guided our thinking in this article. Hakuta and Diaz (1985), in their analysis of the longitudinal results of the relationship between bilingualism and cognitive flexibility, claim a predictive association between degree of bilingualism and nonverbal cognitive ability P.339). Their data provide strong evidence for what Lambert (1978) has termed "additive" bilingualism - situations wherein

children learn their second language in addition to their first, thereby creating balanced bilingualism. Our case study data base, derived from the first-year evaluation of Port Chester's Two-Way Bilingual Program, confirms this proposition of additive bilingualism in the case of limited English proficient pupils.

The second general proposition is related to recent advances in successful school implementation practices. Crandall and Loucks (1983) have identified the following "bundle" of learnings in their executive summary of the Study of Dissemination Efforts Supporting School Improvement. They are: (1) forceful leadership contributes directly to major changes in classroom practice that become firmly incorporated into everyday routines; (2) new practices demanding significant change "live or die" by the amount and types of personal assistance they receive; and (3) concrete steps are critical to incorporate successful new practices into an improved routine; otherwise, school personnel "implementing a new practice who do not attend specifically to its institutionalization may realize only ephemeral results" (pp.10-12). Our interpretation of the program processes data of Port Chester's Two-Way Bilingual Program (which is now in its second year of implementation) relies heavily on this bundle of learnings.

Approach

We employed a case study approach to answer the central questions and to substantiate the general propositions of the previous section. Yin (1984) defines the case study as an empirical inquiry that focuses on a contemporary phenomenon occurring in a real-life context, the boundaries of which are not exactly and precisely clear, and which uses multiple sources of evidence to make generalizations to similar contexts (p.23). In accord with this definition, we believe that the case study is an appropriate research strategy by which to report our findings and interpretations of Port Chester's Two-Way bilingual innovation.

Bilingual education triggers positive and negative emotions as well as ambivalent feelings among members of the American public. For example, a recent New York Times Education Survey publication (Fall, 1985) included a major section of 11 articles on bilingual education with such tantalizing titles as: "The Controversy Over Bilingual Education in America's Schools: One Language or Two?;" "Research on Bilingual Education Inconclusive;" and "The Three Bilingual Teaching Techniques." Indeed, bilingual education and bilingualism are definitely contemporary issues being continually debated in the media and academic circles.

Grosjean (1982) summarizes the larger context in which the American brand of bilingual education has struggled for acceptance and credibility when he identifies the two aspects that have been highly controversial from its inception in the United

States. One concerns its effectiveness as a valid and reliable instructional approach. The second pertains to its function in American education: should bilingual education be compensatory and transitional, or should it maintain the minority language and culture? (p.79). Two-Way Bilingual Programs, however, go beyond this dichotomy in that they represent concrete opportunities for enriching the cognitive and linguistic skills of its participants. To date, Grosjean's conclusion about the general public's lack of understanding about the goals and positive results of bilingual education remains valid. More recently, Willig's research (1985) attempts to delineate some of the boundaries between bilingual education and its contexts when she addresses such areas as language assessment, language exposure, problems in equating groups, and language patterns in bilingual models.

Three major sources of evidence were used during the first-year evaluation of Port Chester's Program. These were, following Yin's classification (1984, pp.79-89):

1. Documentation: letters, memoranda, agendas, administrative documents; standardized test data on student academic growth (required by the Bureau of Bilingual Education in its detailed guidelines, Evaluation of Two-Way Bilingual Education Programs, 1984); and student perceptions of their classroom environment.

   With regard to standardized tests data, these instruments were used to yield information on student academic growth. Pre and post testing followed the schedule required by the Bureau of Bilingual Education. For the English proficient (EP) group, the Stanford Achievement Test (reading comprehension and total math), the Bilingual Inventory of Natural Language (oral proficiency in Spanish), and the CTBS Español (vocabulary and reading) were administered. For the limited English proficient (LEP) class, the Stanford Diagnostic Reading Test, the Bilingual Inventory of Natural Language (oral proficiency in English), and the CTBS Español (vocabulary, reading, and math) were administered. Final class grades were used in social studies and science.

   English and Spanish forms of the My Class Inventory (MCI) were administered, scored, and analyzed at the end of the first year of the program. This checklist yielded important information on students' perceptions of their classroom environment, in particular, satisfaction, friction, competitiveness, difficulty, and cohesiveness. According to Fraser et al (1982, p.22), the MCI has alpha reliability ranging from .73 to .88, and is suitable for 8-12 year-old children. The authors of the MCI state that "each MCI scale has satisfactory reliability for use with either the individual or the class as the unit of analysis" (p.23).

2. Archival Records: attendance records; student demographic data; organizational records; student lists; teacher and principal concerns survey data; parental attitude towards bilingual education; and other project-related records.

   Teacher concerns were identified on two occasions by Hall et al's Stages of Concern Questionnaire (SoCQ) (1979). This survey instrument was administered as part of the staff development component of the program. It yielded information on teacher concerns in the areas of: awareness, information, personal, management, consequences, collaboration, and refocusing. Hall et al have validated these constructs of teacher concerns about an educational innovation, and have reported internal consistency from .80 to .93.

   The Bureau of Bilingual Education Parent Attitude Survey Reporting Form was administered to EP and LEP parents at the beginning and the end of the first year of the program. This six-item scale surveys degree of attitude toward bilingual education. No reliability data have been reported on this scale.

3. Interviews: focused and open-ended interviews were an essential ingredient in monitoring the various program processes operating at the central office/building level and classroom level, respectively.

4. Direct Observation: this entailed attention to teacher-student classroom interactions; administrator-teacher interactions, teacher-parent interactions, etc. An evaluation reporting form was used on two occasions. It consists of a program checklist, a quality of instruction observation guide, and a lesson summary. The program checklist included information on teacher name, school, grade level, subject, time and name of the observer. In addition, the number of teachers, educational aides, and pupils were noted on the form for the actual project as well as the lesson that was observed. Management information included the degree to which records, plans, and student records were maintained. Likewise, materials information was divided into amount, variety, and appropriateness with the same rating scale as management information. The quality of instruction scale was a low-inference device that yielded information on the following features of classroom instruction: (1) cues, or the clarity and meaningfulness of teacher explanations and directions; (2) participation, or the extent to which students actively participate or engage in the learning process; (3) reinforcement, or the extent to which students are rewarded for their learning, usually observed by counting the number of times students are praised or somehow singled out for their unique achievement; and (4) corrective feedback, or the type of testing that is carried out by the teacher whether oral, written, or practical problem-solving.

Since it would be impossible to report all the data from these multiple sources of evidence in an article of this nature, the interested reader is referred to Baecher (1985) for the full report. Selected aspects of our case study data base will be presented in the section on findings.

We reasoned that a single-case design was appropriate to use in the case of Port Chester's Two-Way Bilingual Program. Firstly, it represents a critical case in testing the proposition on the positive effects between bilingualism and cognitive performance. Secondly, it represents an opportunity to observe and analyze a phenomenon previously inaccessible to systematic investigation (Yin, 1985, pp.42-43).

Program Setting

In this section, we briefly describe the program setting of Port Chester's Program. Program philosophy, history, location, and population make up this part of our article.

The Port Chester School District includes four elementary schools, one middle school, and one senior high school. Total enrollment in 1984-85 was 2,710 students. Of the four elementary schools, Thomas A. Edison has a 61% Hispanic enrollment, the largest concentration in the district. The majority come from Latin and South American countries. Since 1977, this proportion has increased from 33% to its current proportion of 61%, almost doubling in eight years. Edison Elementary is surrounded by modest, middle to low income, multiple family dwellings; it is located only three streets from Port Chester's Main Street, a downtown area that gives the appearance of renewal and accompanying business activity as one travels through the area. The remainder of the population is American-born, which includes American Blacks, Whites, and some Chinese.

According to Port Chester's original proposal (Coletti, 1984), the major thrust of the program is to realize the "long-term, developmental goal of producing two groups of Edison Public Elementary School students who are bilingual; that is, students who have the ability to learn curricula through their own language and through the second language, to become proficient in the second language and to continue to acquire skills and knowledge in their native language."

Given this philosophical perspective towards first and second language development, whereby the learning of a second language via meaningful content area instruction enhances and enriches one's cognitive and affective development in the first language, these were the basic goals of Port Chester's Program in 1984-85:

1. to promote bilingualism for second and third grade English proficient (EP) and limited English proficient (LEP) students;

2. to implement a bilingual education program as an enrichment program for American-born and language minority pupils;

3. to foster greater understanding between two linguistic communities in the neighborhood of Edison Elementary; and

4. to provide equal educational access and educational excellence for this target population.

The program began in September, 1984 when the central office was notified of successful funding. This represents the first year of funding for such a state-funded program; in fact, the local site has had no previous experience with federal or stated-funded innovations, except for some Chapter I and Special Education activities. Cognizant of the changing population near Edison Elementary School and the magnitude of the educational needs of LEP students, the central office in cooperation with the building principal decided to submit a Two-Way Bilingual Education proposal to secure supplementary resources, thereby responding positively to its changing educational population.

Program Description

The program got under way in November, 1984. Two self-contained classes were formed and a second bilingual teacher was hired. One class designated as English proficient (EP) included 10 second and nine third graders of American and Jamaican descent. The other class was designated as limited English proficient (LEP) and consisted of five second, six third, and seven fourth graders of Hispanic origin. Due to an insufficient number of LEP pupils in the second and third grades and the recent arrival of four LEP children from South America between January and March, some fourth graders were admitted into this class. These figures are noted to emphasize the effect that such new arrivals and departures had on classroom organization and must be considered in making any final conclusions about the academic achievement of LEP pupils as a group.

This target population was successfully selected in November after funding approval was announced in the latter part of October. Above average reading scores on the SAT, teacher and principal judgment, and parental permission were the major criteria of selection for the EP group. Language proficiency, second language background, number of years residing in the United States, and teacher judgment were applied in the selection of LEP pupils; also, the magnitude of the need as determined by recent arrival status and language proficiency was used in the selection of new language minority students entering Port Chester for the first time.

The LEP population had one student from Columbia, three from Ecuador, two from Puerto Rico, one from Bolivia, three from Uruguay, four from Guatemala, and four from Peru. The EP group had 17 American-born children and two from Jamaica. It is obvious that both groups reflect contemporary American education's multicultural classroom.

Two experienced teachers - proficient in English and Spanish - implemented the goals and instructional components of the program during 1984-85. Both teachers had over 10 years of experience in elementary education, English as a Second Language (ESL), and Spanish as a Second Language (SSL). The organizational structure of the program included a building principal sensitive to the educational needs of Hispanic students, and a project director who maintained continual communication with the principal and teachers of the program. The project director wore many "hats," being responsible for all federal, state, and local district programs in addition to the Two-Way Bilingual Program. A consultant in staff development and parent training and an external evaluator complemented these personnel in meeting the goals of the program.

Before the program outcomes of the first year are presented in the next section, it is necessary to identify the "core" features of this educational innovation. The following summary captures some of the critical features of project BEST (Bilingual Education for Students/Teachers), essential to its understanding and appreciation:

1. It is basically designed to provide two separate classes of combined 2/3 grade children with a "graduated, transitional language development sequence leading to native and second language proficiency, achievement in basic educational skills, enrichment of native language, and development of multicultural perspectives and viewpoints" (Coletti, 1984, p.5). This feature focuses on the planned change quality of the program, requiring careful monitoring.

2. Its organizational design included these elements: "team teaching, cross-grade grouping, individualization of instruction, and on-going, adaptive planning" (Coletti, 1984, p.5). This feature requires both teachers to plan and cover two separate curricula in the same day for a combined 2/3 grade situation (and the fourth grade for the LEP class), a challenging and complicated task, to say the least.

3. Staff will consist of two bilingual teachers and two bilingual teacher aides to satisfy the implementation requirements of the curriculum implied in #1 and #2 above. Given this staff, a ratio of 10 pupils per teacher is necessary to realize the goals and activities of the project. This core feature will facilitate

successful implementation of the program, especially mastery of its new teaching practices - teaching language via meaningful content area, for example - and actual degree of practice change, i.e., major or minor changes in teachers' existing repertoire of first and second language teaching.

4. Parental involvement in training workshops and school-related affairs is another essential ingredient of the program. Parents of LEP and EP children need to understand, on a continual basis, the aim of the project. EP parents, for example, need to be assured of their children's academic achievement in both English and Spanish (and not at the expense of one or the other). LEP parents, likewise, want the best instruction for their children.

In summary, then, instruction and subject area delivery in two languages; ESL and SSL sequences for both groups of combined 2/3 graders; language sharing experiences between Hispanic and American-born children on selected days during each week (Thursday and Friday, according to the program design); use of bilingual teachers and teacher aides; formal testing of academic skills in English and Spanish in accordance with state guidelines; and parental participation constituted the core features of Port Chester's Two-Way bilingual innovation in its first year of operation.

Program Outcomes

This section contains the first-year instructional and noninstructional outcomes of Port Chester's Two-Way Bilingual Program. Instructional outcomes address the academic growth of EP and LEP students; the noninstructional outcomes focus on student perceptions of their classroom environment, staff development growth, parental attitudes towards the project, and types of assistance engaged in by the administration. A full description of these outcomes can be found in Baecher (1985, pp.13-27). For purposes of this article, summaries of the more important outcomes are provided below. Numerical outcomes were subjected to the versatile sign test and Cochran test for related observations where appropriate (Conover, 1980). These analytical techniques were applied because of the small sample sizes (n=19 for the EP and n=18 for the LEP), their unknown distributions, and nature of the data (ordinal and nominal). Other outcomes are presented in a narrative format.

Instructional

1. The LEP pupils made statistically significant gains in oral English proficiency, native language reading skills (Spanish), English reading skills, and math (in Spanish). All pupils received passing grades in social studies and science.

2. The EP pupils made significant gains in Spanish language vocabulary and reading skills, respectively, and received passing grades in social studies and science. Five students made significant gains in oral Spanish language proficiency. While gains in English reading continued, they were not statistically significant; some significant loss in math was recorded.

Table 1 reports the results of the application of the sign test for selected instructional outcomes.

Table 1

Results of Sign Test Application
to Selected Instructional Outcomes of
Port Chester's Two-Way Bilingual Program, 1984-85

INSTRUCTIONAL OUTCOME	POSITIVE CHANGE	NEGATIVE CHANGE	NO CHANGE	P-VALUE [a]
Oral English proficiency of LEP pupils	10	1	4	.0059 (sig)
English reading skills of LEP pupils	8	0	0	.0039 (sig)
Native language reading of LEP group	10	1	0	.0059 (sig)
Oral Spanish proficiency of EP pupils	5	0	14	.0312 (sig)
Spanish vocabulary and reading skills of EP group	19	0	0	.0000 (sig)
English reading skills of EP pupils	6	11	0	.1662 (n/s) [b]
Math skills of LEP group in Spanish	10	1	0	.0059 (sig)
Math skills of EP group	2	15	0	.0012 (sig)

[a] Table F in Gibbons (1976, p.404). Alpha was set at .05.
[b] n/s = not significant

Noninstructional

1. The results of the My Class Inventory (MCI) for the EP and LEP groups are reported in Table 2. English and Spanish forms were administered to each group.

Table 2

Median Scores of My Class Inventory (MCI)
for EP and LEP Classes in
Port Chester's Two-Way Bilingual Program
Spring, 1985

TWO-WAY BILINGUAL CLASS	MCI VARIABLE				
	SATIS-FACTION	FRICTION	COMPETITIVE-NESS	DIFFICULTY	COHESIVE-NESS
EP	21.5	18.5	17.5	12.5	13
LEP	23.5	12.4	15.5	12.5	16.5

Except for the variables of "friction" and "cohesiveness," no significant differences were noted. Application of the Cochran test for related observations (Conover, 1980, p.199) resulted in significant differences between both groups in friction ($p=4.16 > .05$) and cohesiveness ($p=3.91 > .05$).

2. Both bilingual teachers extended their repertoire of teaching skills in a variety of ways. One way was successful participation in a graduate course offered by Fordham University on the development of communication skills in LEP students; in this course, project staff learned about recent theory and practice in second language methods, e.g., the natural approach, total physical response, etc. An essential part of this course was the development and field-testing of lesson plans that were eventually included in a collection prepared by the instructor of the course.

To keep pace with the changing concerns of both teachers about the project as an educational innovation, the Stages of Concern Questionnaire (Hall et al, 1979) was administered on two occasions and the results were interpreted in interviews with each. Two distinct, unique sets of concern profiles emerged in both instances (separated by four months). The newly-hired teacher continued to express high concerns in such areas as information, personal, and management (which is predicted by concerns theory for teachers who are taking their first steps in adopting an educational innovation). The other bilingual teacher manifested high concerns in collaboration on both administrations, along with management. The latter area surfaced because of that teacher's valid concern for adequately implementing the project goals on the two days per week when both EP and LEP children came together to learn content area in English and Spanish.

3. Positive parental attitude towards the program was evident throughout the year. Attendance at formal workshops

ranged from 50% to 100%. This variability was due to various factors, e.g., inclement weather in January and February, parents who worked in the evening, etc. It must be noted that Port Chester's Hispanic parents were very visible at the Hispanic Parents' Conference sponsored by the Bureau of Bilingual Education in the Spring of 1985. Also, the end-of-the-year banquet held at Edison Elementary School was attended by all the parents of LEP and EP groups. The results of the Parent Attitude Survey Reporting Form showed no significant change in attitudes towards bilingual education; attitudes remained at a high level for the entire first year of the project.

4. The assistance orientation of central office and building-level administration remained high throughout the first year of the program. Borrowing selected aspects of the categorical scheme of Huberman and Miles (1984, p.102), we identified these complementary types of assistance that the project director and principal, respectively, provided teachers in the project. The project director, through classroom visits and weekly contact with the principal, exerted reasonable pressure for implementing the original design of the program. In addition, resource adding - approving materials acquisition, funds for attendance at professional meetings, and other resources - was another function of the project director. Lastly, advocacy in the form of conveying the goals and interests of the project to the superintendent and school board members was evident. The principal mainly engaged in facilitation assistance through formal and informal observations of both classrooms as well as listening to the difficulties and successes of both teachers as they expanded their repertoire of teaching skills. In addition to these types of assistance, both administrators communicated strong support of the teachers' efforts. Add to this the teacher-training assistance provided by the staff development consultant and the inquiring function of the external evaluator, i.e., collecting data on numerous aspects of the project processes and feeding it back in a "formative evaluation," the amount and variety of assistance were provided to a high degree during the first year.

Discussion

Our case study findings make a strong case for the concrete benefits of Two-Way Bilingual Programs. We discuss the implications of these results with particular attention to the questions and general propositions stated in our Introduction.

LEP pupils continued to make gains in reading, language arts, oral language proficiency, and math. No major setbacks occurred in the cognitive growth of these children. And both Spanish and English was the medium of instruction. These first-year outcomes are another confirmation of Hakuta & Diaz' (1985) and Cummins' contention (1984) that bilingualism has positive benefits on the individual. Our findings, however, take this proposition one step further: bilingual instruction,

offered in a setting that fosters additive bilingualism, can be effective and can sustain positive impact on children from different cultural backgrounds.

EP pupils began to take their first formal steps in learning a second language, with no major obstacles to their academic growth in English. Although some slippage was evident in math, the reasons were related to the late start of the project, the hiring of a new teacher who had to internalize a new set of norms, employing two educational aides, and the complexity of teaching second and third grade curricula to a combined class. These children, nevertheless, became fluent in a second langauge as evidenced by their Spanish test scores in vocabulary and reading.

Both groups perceived in a similar manner their classroom environment as very satisfactory and competitive, and moderately difficult. They differed, however, in their perceptions of "friction" and "cohesiveness," implying possible links between intergroup relations and social identity as described in Taifel's work (1982) and in need of more research in the future.

With regard to Crandall and Loucks' finding on school improvement efforts (1982), we have noted the leadership, types of assistance, and concrete steps being taken by the administration and teachers, respectively, in achieving mastery of this program model. One recent and outstanding example of how this group of individuals is seeking to solve a complex problem associated with the project - teaching content in two languages - is the decision to teach social studies in the native language on Monday and Tuesday of each week with a focus on concepts, and then on Thursday and Friday when both groups are paired to form combined EP and LEP classes, to reinforce the same social studies concepts with complete focus on first and second langauge development and linguistic skills. This feasible solution to an irritating problem that became evident at the end of the first year of the project is currently leading to unanticipated effects, for example, development of materials to conduct weekly lessons in both languages, matching language proficiency level with social studies content, and teacher confidence in practice mastery.

It should be noted that most of the research on effective school improvement practices has identified training elements which assist teachers integrate new instructional approaches into their active repertoire (Brookover & Lezatte, 1979). One critical element - operationalized in Port Chester's Two-Way bilingual approach - is ongoing and sustained communication between central office, building, and classroom staff. While these efforts have addressed implementation monitoring through clarifications, technical feedback and training assistance, a major emphasis has been placed on establishing a "low threat" psychological environment for teachers.

In Port Chester's Two-Way model, teacher needs for new information and skills are jointly considered with those for security and belongingness. Safe and supportive training environments for teachers confronting new programs has been recognized by change authorities (Loucks & Zigami, 1981). As teachers begin to implement an educational innovation as complex as Two-Way Bilingual Programs, they manifest management-related concerns and lack coordination with using new procedures in their initial mastery of new practices. Comforting and caring assistance through continual communication has been an important ingredient for Port Chester staff, empowering them to more active implementation of this exciting language development model.

We are expanding our case study data base in the second year of the project by monitoring more closely the amount of time accorded to each subject in both languages, parental involvement, and the classroom interactions of EP and LEP pupils during that part of the project when they are taught together. A practice profile, as described by Loucks and Crandall (1982), is being developed with the expectation that it will be useful for other Two-Way Bilingual Programs.

Conclusion

We have described Port Chester's Two-Way Bilingual Program in this article. Its first-year impact on students, parents, teachers, and administrators has been more positive than we expected. Our case study strategy has given us more confidence in the feasibility of implementing this type of program model. We hope it will lend more credibility to bilingual education, in particular this type of program model, and hope that a similar approach has been taken within the remaining 17 Two-Way Bilingual Projects in New York State (12 in New York City; two in Buffalo and Yonkers; and two on Long Island). The opportunity to identify those specific program processes that make for successful implementation of bilingual education should not slip away.

One crucial element, noted by Miles in his article on unraveling the mystery of institutionalization (1983), is becoming more evident to us each day as we act in and reflect on the Two-way Bilingual Program. It seems fitting to conclude our article by quoting him in full: "It was clear in our sites that administrators and teachers live in separate worlds. Administrators push, demand, support, and think about the organization; teachers react, get involved, struggle with the demands of the innovation, and think about their lives with students. It was very clear that an underlying variable we called teacher-administrator harmony was critical for success. Working relations between administrators and teachers had to be clear and supportive enough that the pressures and stresses of incorporating something new could be managed together. Thus, both teacher mastery/commitment and administrative action are critical for institutionalization and linkage between them can be achieved"

(p.19). That working relationship is what we have discovered as participants in Port Chester's Two-Way Bilingual Program.

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LES PARENTS HAITIEN
SCOLAIRE DE L'ET

Claudine C
PTA Presiden

Pour les parents haitiens f
Unis, le premier contact avec le
un choc culturel traumatique qui
questions nombreuses et cruciales

-Comment comprendre des devo
jeux et des enseignants qui ne do

-Comment accepter que les é
droits dans les yeux et expriment

-Comment réagir quand on ne
la culture est pour eux déroutant

-Comment concevoir que les
reclamer et obtenir les changemen

-Même si l'on met de coté p
langue et de culture que tout ét
par les parents haitiens reste br
est fondamentalement différente
ouvert et démocratique de la soci

Dans le système scolaire a
devoirs sont nombreux et les leç
On envoie ses enfants a l'écol
terme, le professeur est maitre.
obéissance sans discussion. Une
souvent synonyme de quasi-catas
incartade inexcusable.

Un système scolaire, bien s
la société qui l'a engendré: l'
obeissent, ou gare! Participati
C'est l'exception combien rare
parents haitiens arrivent donc au
d'humilité devant les autorité
établi. Humilité et acceptation
années de répression féroce. Au
américain d'un air perplexe e
efficacité.